



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

creamy eggs, stewed meat—all illustrate well the use of the low temperature. Roasting and broiling of meat, and the making of omelet, each requiring a high temperature at the beginning, would seem directly to violate the rules laid down, until it is seen that the mass of material is not raised above the required temperature (80° C.), and that the outside layers are sacrificed for definite reasons.

The work for February will include gelatine dishes, with a review of custards; vegetable soups; combinations of starch and albumen, in cream tapioca, chocolate cream pudding (prepared with corn starch), and macaroni or rice scalloped with cheese. One lesson will be given to the observation of a class in cookery, and the method of teaching it will be discussed.

Some of the recipes used are given below:

Custard

General rule:

1 cup milk.

2 tablespoons sugar.

1 egg.

$\frac{1}{4}$ teaspoon of flavoring.

Speck of salt.

This may be made into soft custard, baked custard, or steamed custard, according to the method of cooking.

Soft Custard: Heat the milk in the double boiler. Beat the egg slightly and add the sugar and salt. Pour the hot milk gradually upon the mixture, return to the double boiler, and cook, with constant stirring, till the custard thickens, and will heap up on the spoon. Strain immediately into a cold dish and flavor.

Precaution: Do not over-cook, or the custard will curdle. Keep the water in the double boiler just below the boiling point. (A vigorous beating with a Dover egg-beater will often restore the smooth texture to a slightly curdled custard.) Do not beat the eggs too light.

Variations: Caramel custard may be made by boiling the sugar with an equal amount of water, without stirring, till a light brown color is reached, and adding this to the hot milk before combining with the egg. For chocolate custard, melt $\frac{1}{4}$ ounce of chocolate with 1 tablespoon of water and 1 tablespoon of the sugar,

and add to the milk before combining it with the egg and the remaining sugar.

Two egg yolks may be substituted for the whole egg. A white custard may be made by using two whites of egg in place of the whole egg. This is usually steamed by filling cups with the mixture and setting them in a pan of hot water on the stove, covering, and cooking till firm, without stirring.

Baked custard may be made by mixing the given ingredients and baking in a moderate oven until the mixture is firm, and a knife-blade thrust into it will come out clean.

Cream of Tomato Soup

1 can tomatoes.

2 teaspoons sugar.

1 teaspoon salt.

$\frac{1}{4}$ cup flour.

2 tablespoons butter.

1 quart milk.

Add the salt and sugar to the tomatoes and cook till soft; mix flour and butter together and stir into the tomato; cook five minutes more, strain and cool. When cold, add the cold milk, heat and serve.

(The cooling of the tomato is for the purpose of preventing the curdling of the soup.)

In giving the lesson on cream soups, several different kinds should be chosen, and the pupils, by comparing the different recipes, should deduce a general rule. It will be seen that in all cases the principle is that of a white sauce, generally with the addition of a vegetable. The amount of flour used will depend on the thickening power of the vegetable, that is, on the amount of starch which it contains. The flour cannot be omitted (except where a starchy vegetable is cooked for hours, as in the case of split-pea soup made in the Aladdin oven) for the vegetable and liquid tend to separate.

Cooking in the Primary Grades

Flora J. Cooke

Milk: In comparing their own winter foods with the chief food of the Eskimos the children will be interested in discov-

ering the sources and uses of the oils and fats used as food.

In this connection they will experiment with milk, each grade attempting to make butter good enough to serve at luncheon to the other grades. They will first set a certain quantity of milk under various conditions of temperature, in cold water and in deep and shallow pans, and measure the amount of cream which rises during twenty-four hours.

They will be allowed to find out for themselves just how to make the cream into butter. The Third and Fourth Grades may use *Stories of Industry*, Volume II (pages 100 to 108, inclusive), as a textbook. The First and Second Grades will have pictures and data provided at school, and will find out all they can at home about making butter.

Each child will then churn, wash, salt, and serve the butter according to his own judgment. He will note and record the results of his experiments, and will discover the difference in the color, taste, and consistency of whole milk, skim-milk, sour milk, buttermilk, and whey. They will also make and serve cottage cheese during the month.

Recipe 1:

Each child will take one-half cup of milk.

If we allow one-quarter cup of lemon juice to one quart of milk, estimate how much lemon juice should be given to each child.

Put the lemon juice in the milk, and allow it to stand until coagulated.

Heat slowly, but do not boil until the whey and curd have separated. Turn all into a col-

ander lined with a square of white cheese-cloth, and drain off the whey.

Add to the curd a little salt and cream, and mix all together into the form of little cakes or balls for the table.

Recipe 2:

Milk that has soured naturally may be placed in a pan over a kettle of hot water until the whey settles to bottom of the pan. The curd may then be treated and served as in Recipe 1.

Number work in this connection, as explained in previous numbers of the **COURSE OF STUDY**, will consist in the careful measuring and weighing of the materials, in estimation of amounts to be used in the testing of temperatures, and in keeping of the necessary accounts as to the cost of materials for the month, and in the finding of each person's share of the expenses.

Reading: Many books and pictures for reference in this study will be placed in the library where the children may have free access to them. Paragraphs in these books that are especially adapted, or that bear directly upon the child's experience, will be marked by the teacher. The children may use the stories and facts thus gained in entertaining their guests during the luncheon at which their own butter or cheese is served.

From Mrs. Kellogg's *Science in the Kitchen* selections will be made describing the Oriental method of churning butter in a goat's skin, and the butter of Jerusalem. Parts of *A Dog of Flanders* may be read to advantage. From the encyclopedias, and the various geographies and histories, stories will be compiled by the teachers illustrating the use of cow's butter and oil in Greece and Rome; of butter and oil from olives and coconuts, and of animal oils and fat as used by the Eskimos.

References: *Milk as Food*, Farmers' Bulletin, No. 74; Knight, *Food and Its Functions*; Webb, *Butter-Making*; Wing, *Milk and Its Products*; Mrs. Kellogg, *Science in the Kitchen*.

Organization of a Library

Irene Warren

Frances Simpson

Accession Book: Every book should be carefully recorded as soon as it has been checked with the bill and collated. A blank book with the proper headings and known

as an accession book has been made for this purpose. It may be secured in a morocco-bound volume of five thousand entries, in press-board with one thousand entries,